

My Little Brother Ben by Karen Cogan

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Teaching Sound Isolation and Blending Game: "I Say it Slowly, You Say it Fast"</p> <p>Teacher pronounces words slowly, stretching them.</p> <p>Students take turns saying the words fast.</p> <p>Example: Teacher says, "/B/-e/-n/ Students say: "Ben".</p>	<p><u>Phonics, Parts of Speech, Grammar</u></p> <p>"<i>What word did the author use instead of saying 'my little brother'?</i>"</p> <p>Discuss and list common pronouns."</p> <p>Source: Book Notes, Books for Young Learners Teacher Resource, Margaret Mooney</p>	<p>Create a chart of synonyms for little; across time add words as children find them in other books and sources.</p> <p>Discuss the shades of meaning for these words and how they might be used in the context of a sentence or passage.</p> <p><u>little</u> tiny miniature small being at an early stage of growth – young</p> <p>an amount much less than all</p>	<p><u>Guided Oral Reading</u></p> <p>Model fluent reading of a page, then have students reread the text on their own.</p>	<p>Why do you think the author began and ended this story in the way she did?</p> <p>How did the mood of this story change?</p>	<p>With the children explore how the characters in this story are revealed by their actions.</p> <p><u>older brother's actions</u> *built a tower *built a bridge *opened a book *read a story</p> <p><u>little brother Ben's actions</u> *knocked tower down *cried *knocked bridge down *cried *listened to a story, smiled</p> <p><u>Guided Revision:</u> Let's look at a sketch you have made for planning your writing and see if you might add a detail....consider an action one of your characters might take...add that to your sketch.</p>

Guided Reading Level: Early 1  
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